



Level 2 Diploma Principal Learning

Environmental and Land-based Studies ELS2U6

Unit 6

The importance of a sustainable environment to society

Specimen Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting, they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Level 2 Unit 6 Specimen Mark Scheme

Question 1

	answers	extra information	mark
1(a)	Environmental Protection Act 1990 or Control of Pollution Act 1989		1
1(b)	Environmental Agency		1
Total			2

Question 2

	answers	extra information	mark
2(a)	any two appropriate interest groups: eg <ul style="list-style-type: none"> ● Wildlife Trust ● RSPB ● RSNC ● local interest or community group 		2
2(b)	any two explanations of usefulness of group eg large well known national organisation therefore: <ul style="list-style-type: none"> ● large membership with regular publications ● money resources ● ability to publicise the campaign 		2
2(c)	rare birds protected prosecute damaging organisation		2
Total			6

Question 3

	answers	extra information	mark
3(a)	any two appropriate resources eg <ul style="list-style-type: none"> ● hydroelectric power ● drinking water ● fish ● reeds for thatching ● basket weaving ● salmon farming 		2
3(b)	eg <ul style="list-style-type: none"> ● ensuring there is no over fishing replenishment of stocks or ● restricting times of day/year for boating so as not to disturb wildlife etc 	one mark for simple statement second for linked expansion	2
3(c)	reduction of biodiversity/number of species reason		2
3(d)	eg <ul style="list-style-type: none"> ● destruction of visual appeal ● loss of wildlife attraction ● lack of visitors ● loss of revenue to guest house/restaurant/ cycle hire ● cost of landscaping/screening ● cost of new roads/ infrastructure ● cost of dust/water pollution 	economic effects to max 6 explanation/development to max 3	6
3(e)	eg <ul style="list-style-type: none"> ● swans: dying from eating rubbish ● herons: declining due to humans rowdy behaviour ● rushes: declining due to trampling by humans and cars parked on verges 	one mark for species two marks for effects × 2	6
Total			18

Question 4

	answers	extra information	mark
4(a)	any two from: <ul style="list-style-type: none"> ● <u>largest</u> amount – grass cuttings ● <u>smallest</u> amount – paper ● most is litter from food containers 		2
4(b)	eg <ul style="list-style-type: none"> ● cut grass left on grass area to rot ● visitors encouraged to take litter home ● provide banks to recycle drinking cans ● recycling bins for plastic 	waste reduction/recycling two marks for each	4
4(c)	appropriate reuse of selected type of waste eg grass cutting used as compost		2
Total			8

Question 5

	answers	extra information	mark
5(a)	annual reports management plan old map sources visitor number data	secondary information max 4 explanatory detail max 2	4
5(b)(i)	any two secondary sources eg <ul style="list-style-type: none"> ● management plan ● biological records ● maps ● annual reports 		2
5(b)(ii)	description of how sources of information may be used eg biological records provide information on species before negative human impact	part (b)(ii) must relate to part b(i)	4
5(c)(i)	eg visitor number increased leading to more erosion of paths	one mark for source of info second for explanation	2
5(c)(ii)	eg the number of different users on the sections of paths that have been most eroded	one mark for source second for description	2
5(d)(i)	eg <ul style="list-style-type: none"> ● new clearly marked paths – prevent trampling ● closure of same path in wet weather – preventing horse riders and cyclists from using certain paths ● fencing off same areas – to prevent trampling 	one mark for protection strategy second for explanation	2
5(d)(ii)	description of stated strategy eg mark out all the paths clearly sign them		2
5(e)	eg quadrat survey vegetation (%) cover	one mark for review second for explanation	2
Total			20

Question 6

	answers	extra information	mark
6(a)	any two appropriate uses eg local ramblers organise walks through woodland mother and toddler group takes the children bark rubbing	one mark for community users second for description of activity × 2	4
6(b)	eg local wildlife group ask for: <ul style="list-style-type: none"> • trees to be cleared to provide an open glade area to attract deer • a hide to be erected to watch the deer 	one mark for community group/business second for management influence	2
Total			6

Assessment Grid
Specimen Paper Level 2 Unit 6

Question number	Learning Outcome									
	1a	1b	2a	2b	3a	3b	4	5a	5b	5c
1(a)			1							
1(b)			1							
2(a)				2						
2(b)				2						
2(c)			2							
3(a)	2									
3(b)	2									
3(c)	2									
3(d)		6								
3(e)						6				
4(a)							2			
4(b)							4			
4(c)							2			
5(a)								4		
5(b)(i)								2		
5(b)(ii)								4		
5(c)(i)									2	
5(c)(ii)									2	
5(d)(i)									2	
5(d)(ii)									2	
5(e)										2
6(a)					4					
6(b)					2					
	6	6	4	4	6	6	8	10	8	2
Total	12		8		12		8	20		